

**Indian Education Advisory Council  
Second Quarterly Meeting**

Tuesday, December 6, 2016

9:00 a.m. – 1:00 p.m.

Amphitheater Public Schools

Wetmore Center, Leadership and Professional Development Building

701 W. Wetmore Road, Tucson, Arizona 85705

**Minutes**

*Present:* Roxanne Begay, Timothy Benally, Kimberly Daingkau-Begay, Lenny Dempsey, Denise Estudillo, Marietta Martin, Jacquelyn Power, Vivian Saunders, Jagdish Sharma, Susan Warmack, Nadine Groenig

*Absent:* Carlyle Begay, Pete Guerrero, Carolyn Irvin, Lynnette Michalski, Jacob Moore, Edna Morris, Isaac Salcido, Winona Thirion

*Others Present:* Lynne Benally, Melodie Lopez, Darlene Mansouri

- Meeting called to order by Co-Chair, Vivian Saunders at 9:09 a.m. Quorum established at 9:50 a.m.
- Superintendent Diane Douglas reported on the following:
  - “We are Listening” tour
  - ESSA State Plan – 2<sup>nd</sup> Draft
  - Funding request for schools
  - Teacher Certification
  - Read 20 – Early Literacy Awareness
  - Zip Code Project
  - A-F letter grade system suspended for now
  - Parent questions – choosing a school
  - Prop 301 Lawsuit
  - Common Core Standards – on-going development of new standards
  - Student data protection
  - Seal of Biliteracy
  - Statewide assessment
- Old Business – Nadine Groenig
  - Need to choose another Co-Chair to replace Sarah Eary
  - ESSA Survey roles revised
  - Absent members from first meeting were invited to join a sub-committee
  - The full IEAC meeting schedule was provided. All meetings are scheduled from 9:00 a.m. to 1:00 p.m.
- ESSA/OIE Updates – Nadine Groenig
  - A budget proposal for \$400,000 has been put forward to the Governor to support the Office of Indian Education.

- Johnson-O'Malley: More than \$360,000 awarded for FY2017. (The student count and list of eligible LEAs have been frozen since 1995.) The grant should open at the end of December.
  - American Indian Students Needs grant will not be open this year to allow time for funds (generated from interest on a trust) to accumulate.
  - The 2017 National Forum on Dropout Prevention for Native and Tribal Communities is coming up at We-Ko-Pa Resort on April 9-12, 2017. Tatanka Means and Hattie Kauffman have been confirmed as speakers.
  - The Teachers' Institute conference will be held in Tucson on June 12-13, 2017.
  - The Leading Change conference will be held on June 14-16, 2017. Hattie Kauffman will be the first Native American (Nez Perce) keynote speaker at the Leading Change conference.
  - Work continues with the Culturally Inclusive Practices committee to create a guidance document for teachers to be able to create culturally responsive classrooms in which all students feel valued and, regardless of their race, ethnicity, culture or where they come.
  - Annual reports:
    - The FY2016 Johnson-O'Malley annual report was sent out on the Indian Education list serve. It will be posted to the Office of Indian Education web site this week.
    - The FY2016 Annual Indian Education report will be ready and posted by 12/31/16.
  - Tribal Consultation:
    - Nadine is identifying a point person(s) to create a conduit between ADE and the tribes. Nadine is the point person for ADE.
    - She is developing documents to facilitate consultation between LEAs and tribal representatives.
    - Will be meeting with the Title I unit regarding compliance monitoring for those LEAs required to conduct consultation prior to using ESSA funds.
    - Working on updating the Indian Education Directory.
    - Working on making the Office of Indian Education web page more useful and rich in resources.
    - The USDOE released final regulations on ESSA on November 30, 2016.
- Approval of September 19, 2016 minutes
- Jacquelyn Power moved to approve minutes as posted
  - Denise Estudillo seconded the motion
  - Motion passed unanimously
- Selection of Co-Chair
- Marietta Martin nominated Denise Estudillo
  - Jacquelyn Power seconded the motion
  - Motion passed unanimously
- Sub-committee Reports
- **Assessments:**
    - Credit recovery
      - Recommend that the growth of students be part of the evaluation formula for accountability
    - CTE course completion

- Recommend that successful course completion be included in accountability
  - Recommend collecting data showing how many CTE students got jobs after completing these courses
  - Due to transportation issues, some students cannot participate in CTE because they can't get to a school that offers them – too far to travel.
- Cohort graduation
  - Students can take more than four years, but they still graduate – recommend they be counted. This information isn't being captured.
- GED programs
  - Parents dropped out but coming back with their pre-school-age children and getting their GEDs. Recommend adding to School Report Card for credit.
- Cultural competency – discussed expanding the School Report Card past just AzMERIT
  - Recommend having culture and language courses be weighted so they count as core courses
  - Recommend expanding the Civics test requirement to include these types of courses and curriculum
- Attendance
  - Weighs heavily in the formula grade – recommend the weight be less as there is little or no truancy enforcement to get the students to school
  - It should be counted because it's important but not as heavily as, in the end, the school cannot make parents/guardians get their children to school
- AIMS Science
  - Recommend that this area not be weighted heavily due to variation in what schools are able to offer
  - Resources at schools vary and many schools that serve Native American students do not have the equipment, teachers, etc., to support STEM courses
  - State system vs. BIE system: state offers more. BIE schools may not even have physics or chemistry courses
  - When the resources are there, the students do well, but it's not a level playing field, especially for small schools
- **Native American Curriculum – History**
  - The sub-committee has been researching other states' curricula and resources: Oklahoma, Washington, Minnesota, Montana
    - Tribes' history, resources, curriculum documents were passed around
    - These states have resources for teachers to understand the local tribe(s) better
  - They will also contact tribal education departments for information and possible models for planning and implementation of curriculum
    - A tribal councilman from the state of Washington said that they are having difficulty finding teachers to teach the curriculum
    - Discussed the possibility of having non-Native teachers teach the basic curriculum in order to meet standards
    - Oklahoma provides links to tribal websites (39 tribes) and legislation, standards, culturally sensitive information

- Montana has strong information on sovereignty
  - Washington's curriculum is based on sovereignty of their tribes
- The sub-committee questions how developing curriculum will be funded
- The Heard Museum can help with resources, history, timelines, archives, etc.
- Can also seek tribal museums' and tribes' input as to what they would like in the curriculum
- **Tribal Consultation**  
Regarding the Tribal Consultation Policy . . .
  - There were concerns regarding limitations on who can initiate consultation and challenges for Arizona's 22 tribes in terms of manpower, identifying who will participate in consultations, etc.
  - Recommend revisions be made with additional recommendations to come. Example: Language should be more intentional from the tribe's point of view regarding initiating consultation.
  - Recommend that a rubric be developed to determine the success/effectiveness of the policy
  - Proposed revisions will be reviewed with Nadine at the next sub-committee meeting
  - There were concerns regarding districts/schools and federal grants: border towns with multiple tribes represented within the district make consultation a challenge
  - It was suggested that Indian Education Committees and/or Parent Advisory Committees could be a mechanism of consultation; they could help with evaluation of goals, etc.
- **Code Writers Initiative Pilot Program**
  - There was a "hitch" in the process for recommending awardees which could not be shared due to non-disclosure agreements with ADE
  - The IEAC will be called to a special meeting (via conference call or email) when the recommendation(s) is ready for approval.
- Co-chair Saunders noted the following:
  - Denise Estudillo was added to Tribal Consultation committee
  - Roxanne Begay was added to NA History Curriculum committee
  - Jagdish Sharma was added to NA History Curriculum committee
- Next steps
  - The next IEAC meeting is March 7, 2017 in Tempe.
  - Attendance is very important! Progress cannot be made on action items without a quorum. People's time traveling long distances needs to be respected.
  - Nadine requested volunteers to assist in developing a cultural competency document for teachers to use to become more aware of Native American cultures in Arizona and to create more culturally responsive classrooms by June 2017.
- Meeting was adjourned at 12:06 p.m.